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ABSTRACT

This document reports the findings of a survey on parent involvement programs in public schools in Chicago (Illinois). The following major parent involvement indicators were found to promote high achievement despite high rates of poverty and student mobility: (1) a high level of communication between parents and school; (2) parent support of the school; and (3) provision of social services for parents in need. The following successful parent involvement strategies are presented: (1) make an intellectual and emotional commitment to involve parents; (2) do a needs assessment; (3) start small; (4) involve parents in planning and evaluating the program; (5) provide training to parents who volunteer in the schools; (6) provide support that will enable parents to participate; (7) recognize the efforts of parents; (8) have the more involved parents recruit other parents; (9) use students to recruit parents; (10) make parents feel welcome; (11) hire a parent coordinator; and (12) collaborate with other community organizations. The following obstacles to parent involvement are presented: (1) poor attitudes about one another on the part of both parents and schools; (2) refusal of teachers to accept parents' knowledge and insights; (3) mismatch between the school and the parents' concept of parent involvement; and (4) schools' inability to adapt to societal changes. Eight programs offered by individual schools and 18 programs offered by community organizations are described. A seven-item bibliography of resources for parents and a 12-item bibliography of resources for professionals are appended. (FMW)

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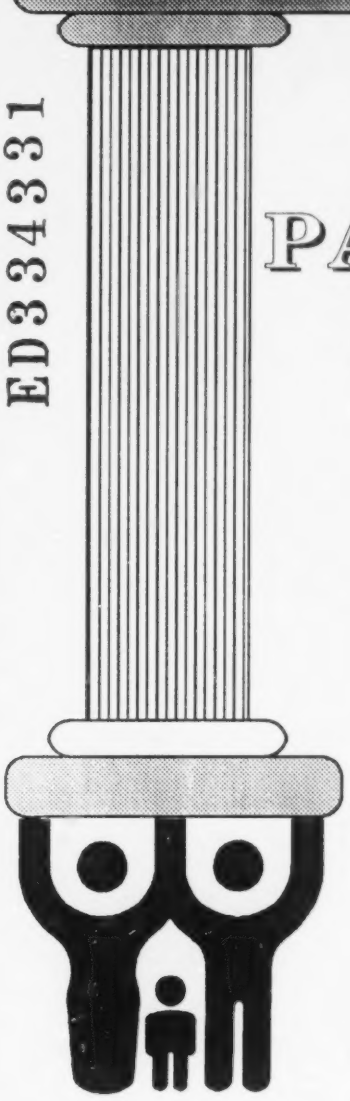

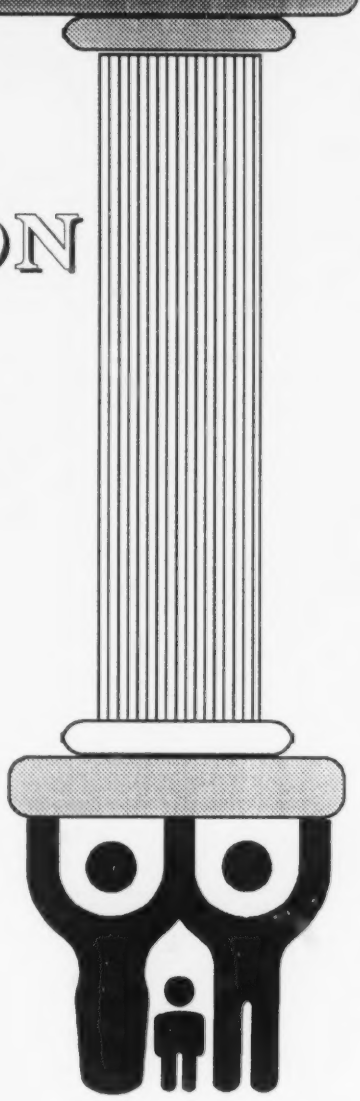

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Brigitte Erbe

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Parent Participation Survey

I. Overview of Parent Participation Programs in Chicago

Reform of the Chicago Public School system has empowered parents to contribute significantly to decisions that affect the education of their children. It is rooted in the belief that increased parent involvement in the schools will improve student achievement. With six parents serving on the local school council of each of more than six hundred schools in Chicago, over 3,600 parents are now participating in school governance. In spite of some obstacles, the first year of school reform has been successful in involving a large number of parents as partners in the educational enterprise.

The school reform effort in Chicago has focused the attention of the nation on parent involvement in the Chicago schools. Reform certainly has changed the role of parents in school governance. However, many successful parent involvement programs have existed in Chicago since the beginning of public education. Parents have long been partners in the education of their children in many different ways.

The following report is a summary of research on parent involvement programs in Chicago Public Schools as they existed during the first year of reform. It is based on a survey that was sent to principals and local school council presidents of all Chicago public schools. More than half of the elementary schools responded to the survey. Through information obtained by phone from schools that did not answer the initial questionnaire, it was determined that the results of this survey are representative of all Chicago public schools.

Survey Procedure

A questionnaire was designed to assess the extent of parent involvement in each individual school. An effort was made in this survey to assess all types of parent involvement with the school, and parent programs were grouped into three broad categories:

1. **Communication with Parents**: Parent involvement in schools is a two-way relationship that starts by making information about school more accessible to parents. In the questionnaire, the effort of schools to

communicate with parents was assessed by the following question: "Does your school have any program to improve communication between teachers and parents beyond regularly scheduled parent-teacher conferences?" Examples in this category are newsletters, homework hotlines and availability of teachers to parents beyond what is ordinarily expected.

2. **Parent Support of the School**: There are many ways in which parents support public education beyond serving as members of the local school council. Parents serve as volunteers in and out of the school, they organize fund raising projects, and they offer both time and resources in support of their school. The extent of tangible parent support to the school was assessed with the following question: "Does your school currently have any programs in which parents actively support the school?"

3. **Social Services for Parents**: In some schools with a large proportion of poor, single parent families, schools coordinate efforts to assist families with other than narrowly educational problems. The extent of parent support services provided by schools was assessed in the survey through the following question: "Does your school currently have programs that provide services to support parents in any of the following ways?" Examples include after school care, referral to social service agencies, distribution of food or clothes, adult literacy or ESL classes and support groups for parents with specific needs.

Responses to these questions were coded on a scale ranging from 0 to 3, with 0 indicating no programs in that category, and 3 reflecting multiple programs involving a large number of parents.

Survey Results

Information obtained from the parent involvement survey was combined with other information obtained independently about each school. Information on school characteristics and student achievement for the 1988-89 school year was available for 523 elementary schools. Information about 289 elementary schools was available both from the parent participation survey and the statistical profile of schools; this represents 55% of the elementary schools in the Chicago Public School system.

Communication with Parents

Communication with parents is the basis on which all other parent involvement rests. Great differences exist between schools in the amount of effort exerted to communicate with parents. In some schools, communication with parents does not go beyond routine annual meetings and the mandatory parent-teacher conferences at report card time. Other schools prepare elaborate school newsletters, even classroom newsletters; teachers and principals specify hours during which they are routinely available to parents. Parents are called with information about their children's achievements by teachers (though more frequently about the lack of achievement). Parents participate in calling other parents with information about special school events. Finally, some schools hold a number of special meetings for parents to help them keep informed and involved.

Of 281 schools for which information was available, 48 schools were categorized as making extraordinary efforts in communicating with parents, 135 schools provided several different efforts at improving communication with parents, and 98 schools checked only one or two programs involving a small number of teachers and staff.

Differences between "high communication" schools and those in the other two categories are revealing: "High communication" schools have a higher percentage of black students (79% compared to 56% and 58%), a smaller percentage of white and Hispanic students, and a significantly higher degree of student mobility (57% compared to 36% and 37%). The percent of low income students in all three types of schools is about the same.

Because of the high percentage of black students, these schools are not typically magnet schools. They are located in areas of high instability, with a highly mobile student population.

Nevertheless, these schools show higher average reading achievement scores than schools in which communication with parents was categorized as moderate or low. (To obtain a single score for reading achievment, available tests for 3rd, 6th and 8th grade were averaged). The dif-

ferences in IGAP reading scores between low and high communication schools is fourteen points, an educationally significant difference. Clearly, the effort to involve parents through providing information and making school and teachers accessible pays off in student achievement.

Even more striking are the differences in other parent involvement scores between these groups of schools. "High communication" schools also offer significantly more parenting effectiveness programs, they have a very high level of parent support, and they provide significantly more social services to parents. They also use more funding to support parent involvement in all three funding categories: categorical funds (e.g., Chapter I, bilingual, special education etc.), discretionary funds and outside grants.

This information shows that some schools have a climate that is much more supportive to parent involvement than others. This climate is reflected in an openness of the principal and the school staff toward parents, an effort to make them welcome in the school and an attitude of respect for parents as partners in the educational enterprise.

Where the principal, teachers and school staff make a concerted effort to reach out to the parents, parents reciprocate by supporting the school through volunteering time and resources, participating actively in the effort to provide a better education for their children, who are more likely to succeed.

Parent Support of the School

Whether or not parents support their school through contribution of time or resources is less dependent on the socio-economic, ethnic and income composition of the school than other indicators of parent involvement. There are only four schools that report no parent support; there are 75 schools with low, 131 with moderate and 69 schools with high levels of parent support. Schools in the high parent support category have a slightly *larger* percentage of black students than those in the low parent support group (64% compared to 61%). The percentage of low-income students is quite similar, and high parent support schools

have a higher mobility rate than those with low parent support (50% and 38%).

Schools with high levels of parent support have significantly higher reading achievement, with an average IGAP reading score of 212 compared to 195, a significant 17 point difference. This is true although these schools have the same percentage of low-income students, have a slightly greater percentage of black students and have a higher percentage of mobility.

Schools that are supported by parents also have a higher degree of parent involvement in other areas, most significantly, perhaps, they have the highest level of school communication with parents. Clearly, support in these schools is mutual, with a school climate that is open to parents and encourages and welcomes their input.

Schools in which parents and staff support each other to promote student learning exist in different areas of the city. In some, the poverty rate is high, in others it is low. It appears that parent support of the school depends less on the kind of parents that make up the school population and more on the school climate created by the principal and the staff.

Social Service for Parents

As might be expected, the extent to which a school provides social services in support of its parents is directly related to the socioeconomic composition of that school. Schools with high levels of service have high poverty rates (87% compared to 56% in schools with no services), extremely high mobility rates (65% compared to 29%), and they have a higher percentage of black students and a lower percentage of white students.

The 37 schools that do not report any social services for parents have the highest IGAP reading score, 227. However, the 40 schools that provide a high level of service have the second highest IGAP in reading, 210, higher than schools with low and moderate levels of service. High service schools also have very high levels of parent involvement generally.

The help these schools provide for parents in obtaining needed services probably enhances student achievement in itself by enhancing living conditions for students. The availability of services for needy parents by school staff also reflects a school with a climate of caring, a school that works in spite of the difficulties faced by its parents.

Summary of Findings

Our survey points to three major indicators of an effective school: a high level of communication with parents, parent support of the school, and the provision of social services for parents in need. Schools with this pattern of parent involvement promote student achievement in spite of high rates of poverty and student mobility. They are exceptional schools, representing fewer than 20% of the schools in the survey.

The description of successful programs in some of these schools may help other schools increase parent involvement and student achievement. Clearly, our data show that a home-school partnership is one significant factor in student achievement, particularly in schools that are often described as "disadvantaged."

Parent Involvement Programs in Local School Improvement Plans

Virtually all schools that responded to the survey indicate that they are including some activities related to increased parent participation in their local school improvement plans. Activities planned by schools include the whole range of parent involvement in schools.

In many schools, programs to increase communication with parents are being developed. There are many approaches to making schools more accessible to parents: Some schools are planning to open up classrooms to parents in a more or less structured way, allowing parents to observe their children at school. Others are providing times for parents and teachers to meet informally on a regular basis. Some schools set aside a room as a community center within the school, where parents can spend time during the school day. These schools are

attempting to give parents a feeling of ownership of the school, a feeling that the school is part of their family's life.

Plans to increase contributions by parents as volunteers are described by many principals who responded in the survey. Parent volunteers are used in many functions, from street patrols and lunchroom assistants to classroom aides, teacher helpers and tutors. Some schools are looking for ways to pay parents small stipends for helping out at school.

Services to parents are also prominent in many school improvement plans. These include parenting workshops, trips with parents to local museums, literacy, GED and ESL classes, after school college courses for parents and after-school programs for students. Some ambitious principals are hoping to eventually use the school building as a community center that is open after school and on Saturdays. Interestingly, "computer literacy" classes for parents are mentioned often in local school improvement plans, both as a way of attracting parents to the school and as a way to recruit volunteers for the school's computer classroom.

II. Increasing Parent Involvement: Successful Strategies and Perceived Obstacles

Principals and LSC presidents were asked to describe successful strategies for increasing parent involvement and to list obstacles to greater parent participation (a partial list of these responses is included on pages 18 & 19).

Responses to these questions were quite informative. Many of the obstacles mentioned by principals cannot be changed by the school: parents working, poverty, busy schedules, single parent families. It is likely that all of these factors are present to some extent in all Chicago public schools. Clearly they exist in some schools with extensive and highly effective parent involvement programs and some schools have found ways to overcome them.

Other obstacles can be overcome by structuring parent involvement activities to minimize them. One of those problems is the need for baby sitters while parents attend school activities. Several schools indicate they provide this service at the school during parent meetings.

A frequent obstacle, mentioned more often by parent LSC presidents than by principals, is a school climate that discourages parent participation. Parents "feel uncomfortable with teachers because they are not well educated"; parents are "shy" about attending school events because of ethnic differences; parents have "low self esteem and feel their services would not be useful"; parents feel "intimidated"; "attitudes of teachers and parents towards each other" prevent parent participation. In a few schools, LSC presidents report that parents are actively discouraged by the current principal or a previous one to become involved in school; they are seen more as a nuisance than as partners in education.

Finally, lack of interest, motivation, concern and information on the part of parents are often cited as obstacles to greater participation. This climate of apathy, however, has been turned around in some schools that now have active parent involvement programs. Thus, apathy shown by parents can sometimes be overcome with increased efforts at communication and openness.

No school, no matter how successful, will be able to reach all parents. The problems of drug addiction, alcoholism and child abuse that rack some families are not likely to be solved by any efforts of school staff. However, a focus on these intractable problems will sometimes prevent efforts to involve parents who are eager to improve their children's lives. Our data show that schools with high parent involvement tend to have higher student achievement, in spite of high rates of poverty and student mobility. Even if few parents and their children benefit initially, the circle of involvement will grow and eventually touch the lives of a greater number of students.

What, then, do successful schools do to increase parent involvement? In schools with the greatest extent of parent involvement, clearly a lot of energy and time is devoted to increasing parent involvement. School staff go into the community; they make phone calls; they recruit active and energetic parents to help increase parent involvement; they offer

assemblies which showcase student talent and awards assemblies for parents; they offer baby sitting, food, stipends for travel; they offer a variety of meetings and workshops for parents; they send out newsletters, calendars, and surveys to assess parent interest; they offer door prizes and breakfasts to parents; they "bother them and bug them" through personal contacts and phone calls by school staff and other parents.

Simply offering workshops and programs often is not enough; these are poorly attended in many schools. Involving parents in the planning of activities and giving them a sense of ownership probably does increase attendance at these events. One school indicated that they use a "spark plug" parent to help with this effort.

Clearly, effort and dedication are required to increase parent involvement. Yet, some principals indicate frustration at the fruitlessness of their efforts to increase parent participation in their schools. Given the right combination of factors, they will eventually succeed in creating a climate of trust between school staff and parents. This may take some time to develop.

And what seems to be the most crucial ingredient in this mix of factors that promote parent involvement? One principal and one LSC president sum up the most essential quality of schools with successful parent involvement programs:

> *"Our staff is encouraged to treat parents with respect, dignity, understanding and caring."* (Principal)
>
> *"They make us feel needed and appreciated."* (Parent)

The next section of this manual provides general advice on increasing parent involvement in schools. It is based on a review of the survey results of Chicago schools as well as a general review of other studies and recommendations that have been published elsewhere.

Finally, a few outstanding parent involvement programs are described in greater detail. All of these are programs now operating in Chicago

schools. Some were developed at individual schools. Many others are offered through cooperation of an agency outside the school with a local school. Such joint projects offer many advantages to the school: adoption of an existing program with a proven success record; sharing of the administration and implementation of the new program; and sharing of the cost of the program, as many of these agencies are independently supported by foundations. This reduces the allocation of staff and resources otherwise required for an effective parent involvement program.

In listing successful parent education programs, an effort was made to select a variety of different programs with different approaches to parent involvement. There is no doubt that other successful programs exist in Chicago that are not mentioned in this booklet. We will be glad to receive information about these, and may include them in any future revisions. We have made every effort to provide up-to-date information on each program, and hope that publication of this information will initiate a networking effort between schools that are trying to enhance their parent involvement effort.

As always, there may be some errors which we did not catch, and other cases where an address, phone number or contact person has been changed since this information was collected; we apologize for these in advance. We attempted to check the descriptions of the programs with the particular organization or school, but were not always successful. Please get in touch with them directly for more information or to clarify any questions you may have.

Schools which involve parents have realized many benefits. A greater variety of educational experiences can be offered to children and families. Higher levels of student achievement and self-esteem have been related to parent involvement as well. But simply wanting to involve parents does not result in successful programs. How do you go about involving parents? Here are ten strategies that work.

Strategies

1. **Make an intellectual and emotional commitment to involve parents.** The success of the parent involvement program depends on good interpersonal relationships. Teachers and administrators need to do an attitude check: do they see parents as caring, competent and cooperative partners, or as adversaries? Many teachers and administrators are parents themselves and should be able to understand the needs and concerns of school parents. What interpersonal skills are necessary to cultivate positive parent-school relationships? Regular, frequent and honest communication between parents and the school is the basis for developing and maintaining these relationships. Parents with negative views must be contacted as well as those with positive views. Newsletters from the principal, parent teacher conferences and frequent informal progress reports are a first step in reaching out to parents.

2. **Do a needs assessment.** Talk to teachers and other school staff about what the perceived needs of the school are. Survey the parents. Parents can receive family support education, GED, ESL and job-training programs. Parents can also provide services. In many schools, parents tutor children, provide building security, work in the office and serve lunch. Parents can be called upon to raise funds for classroom equipment. Parents can volunteer from their homes, for instance calling other parents to be chaperons on class trips. Parents can also become part of the decision-making process, by serving on LSC committees. The variety

of tasks parents can do and roles they can play in the school are unlimited.

3. **Start small.** Successful parent involvement programs often begin with a small project that meets a real school need and has a good chance of success. The project should have clearly defined roles and responsibilities for the parents who participate. In time a program may expand to fill other school needs.

4. **Involve parents in the planning and evaluation of the program.** Parents are more likely to attend parent education workshops when they have determined the topics and the day and time for meetings. Similarly, school projects succeed when parents help develop the strategies and ways to implement them. This means giving parents ownership in the parent involvement program.

5. **Provide training for parents who volunteer in the school.** Parents are often willing but not skilled volunteers. Training in the skills needed to carry on their tasks makes parents comfortable with helping at school, and increases the school staff's confidence in the parents. For example, parents who tutor children in the classroom need to know school rules and routines. They need to learn skills and techniques for working with children.

6. **Provide the support that will enable parents to participate successfully.** Parents working on school projects may need help with typing, copying and distribution of materials to other parents. Office staff may feel burdened by the need for their assistance in this, but without their cooperation, parents may find their volunteer tasks impossible to complete. Parents attending meetings or parent education programs may need child care for their younger children. Arrange for babysitting; possibly older students supervised by an adult could be assigned to watch the children.

7. **Recognize the efforts of parents.** Successful parent involvement programs acknowledge the extra effort parents make when they attend meetings or volunteer on a school project. Recognition can be given through award ceremonies, luncheons, certificates, and a listing of volunteers in the school halls, the office, or the newsletter.

8. **Have the more involved parents reach out to other parents and draw them in.** Parents are often the most effective recruiters for a parent involvement program. Common interests and similarity of experience makes parents more comfortable with each other than with school administrators and staff. As peers, parents can more easily convince each other of the importance of involvement with the school.

9. **Use the students to attract parents to the school.** All parents like to see their children perform in an assembly. Hold an important parent meeting before or after an assembly.

10. **Above all, make parents feel welcome and comfortable at the school.** If there is room, provide a space they can call their own. They can use this space to plan meetings, to work on school projects, or to sit and talk to each other. Encourage teachers to be accessible to parents, and not just in times of crisis.

Once the parent involvement program becomes institutionalized, schools have adopted two other strategies to ensure ongoing efficiency and to serve a broad range of needs.

11. **Hire a parent coordinator.** The parent coordinator acts as a liaison between the parents and the administration. She works directly with the parents to organize the program, developing parent education meetings and supervising parent volunteer activities. A capable and motivated parent might be a good candidate for this position.

12. **Link up with other community organizations.** Local organizations may offer services that school families need which the school does not provide. For instance, public libraries offer adult English as a Second Language (ESL) classes. Park districts offer recreational mother-baby programs. Linkages may be as simple as referring parents to the appropriate resources, or can result in the development of joint programs.

Many schools have discovered that parents can be a great asset. Schools and parents working together can earn benefits for children that neither could earn alone. With careful planning and positive attitudes, parent involvement programs succeed.

Obstacles

Successful parent involvement programs are a partnership of parents and schools. To achieve this partnership, parents and schools must change. Attitudes, roles, and systems of providing services must all be re-examined and revised if parents and schools are to function cooperatively. Described below are four major obstacles to the success of a parent involvement program.

1. **Parents' and schools' attitudes about each other.** Parents' conceptions of school date from their own childhood experiences. Parents may still be intimidated by teachers and administrators. These feelings are not likely to change when all communications from the school involve bad news about their offspring. A call from the teacher that their child aced a math test will delight parents -- and probably surprise them. Better not leave a message on Friday afternoon; you'll worry them all weekend. Positive communications can turn around these feelings of anxiety and awe about the school.

2. **Parents do have some knowledge and insight about their children that teachers do not have.** As long as school personnel portray themselves as the experts and view parents as uncaring, uncooperative, and incompetent, they will not be able to work with parents as cooperative partners. This may deprive teachers from obtaining useful information, and it will prevent a partner ship between teachers and parents from forming.

3. **A mismatch between the school and the parents' concept of parent involvement.** Traditionally, the schools have delivered educational services to be consumed by families and their children. In this view, school personnel are professionals hired to provide a commodity which parents and the community pay for with their taxes. Parent involvement requires schools to give up, in part, the role of provider and demands that parents take on some of these responsibilities. Both school and parents may resist this change. Often there is disagreement between school and parents about how to share the responsibilities for educating children. Schools may expect parents to simply get their kids to school and help them with homework; parents may want to be involved in designing the curriculum and the choice of text books. Schools may want parents to volunteer in the classroom; parents may only be willing to attend an occasional parent meeting. Successful programs overcome this obstacle by clearly defining the role of the school and the role of the parent in particular joint projects, and by involving the parent in planning and evaluating those programs.

4. **The schools' inability to adapt to societal change.** In the last twenty-five years, family structures have changed remarkably, and so have family needs. Unfortunately, schools have not always changed as quickly. For example, parent programs offered during school hours will not serve the many families where both parents work

outside the home. Newsletters in English will not inform the growing numbers of immigrant families with children in school. Traditional parent volunteer activities may be beyond the capacities of teenage parents who need help in managing their own lives as well as providing for their children. Fortunately, these obstacles can be overcome with flexibility and a little creativity. Often the resources to help the school meet the needs of today's families are already available in the community. All of these obstacles can be overcome. Parents and schools must become open to change and must make a commitment to working cooperatively. As projects succeed, teachers, administrators and parents will become willing and able to continue the partnership.

A Note to Parents

Schools are involved with you in a cooperative venture that parents desperately want to succeed: the education of your children. You can do a great deal to contribute to the success of this joint venture.

Approach the school and its staff assuming that they are eager to do the best to educate your child. Not many people go into teaching who dislike children or want to make an easy buck. Working with thirty children in a classroom every day is a chore unless you have a love for teaching.

If you think a teacher is doing something that is damaging to your child, make an appointment and discuss your feelings openly. Teachers and parents see children in different settings, and they may see them quite differently. Probably you can both agree to a joint path of action, even if you do not agree entirely.

When working in the school as a volunteer, be sure to respect school rules and procedures. For the most part, these rules were devised for the benefit of your children. Some schools have open classroom policies that encourage parents to observe their children. In others, parents attending classes is considered a disturbance of instruction. Respect school rules; if you disagree with them, try to get them changed in an open dialogue.

You are your child's primary advocate; you do need to speak up when you feel your child is being treated unfairly or when school policies prevent your child from getting a good education. In most situations, however, you will find that the school is your partner not your opponent. Remember, principals and teachers look good when children do well, and you are both pursuing the same goal: educational achievement of your child. That goal is best achieved when a friendly, cooperative feeling exists between parents and teachers. That requires effort both from schools and parents.

SUGGESTED STRATEGIES FOR SUCCESSFULLY INVOLVING PARENTS LISTED IN SURVEY

- Maintain a positive attitude toward voluteerism, i.e. pass out awards and certificates, and include other activities such as luncheons or dinners for recognition of their efforts.
- Get to know parents by name and treat them with respect and dignity. Create a welcome, open environment where the parents feel comfortable and an important part of the system.
- Personal phone contacts with parents by the princial, asking for parental comments and concerns. Follow-up by sending a letter restating these concerns.
- Send out a monthly calendar that lists all upcoming events.
- Serve food at meetings.
- Have programs in which students perform before the meeting begins to get parents involved.
- Offer GED & ESL classes, literacy, nutrition, arts & crafts, book fairs, etc.
- Offer classes through Family Study Institute. These workshops teach parents how to keep students up with their homework, study and reading practices at home.
- Implement a *Reading Counts* program. With written verification by the parent that the child has read a book, the child receives a token. When the child has collected three tokens s/he can exchange them for a free book of his/her choice.

OBSTACLES TO PARENT PARTICIPATION MENTIONED IN SURVEY

- Many parents have a general lack of self-esteem. Parents feel they lack power because of their own poor education and feelings that they don't know enough to be able to make a difference.
- Many children come from either single parent family homes or from homes here both parents work, and these parents simply don't have the time to be involved. Others are so overwhelmed with problems of survival they can't focus on anything else.
- Many parents simply don't know how to get involved.
- Some parents don't see that education has value and that it can be the ticket to economic independence.
- Alienation as a result of school policies, i.e. the use of the building is denied to the community during non-school hours.
- Depressed socio-economic conditions, and drug and alcohol abuse.
- Poor attitude on the part of the staff. Trying to combat the attitudes held by some educators and parents who feel that poor people are also "ignorant."
- Many parents don't feel welcome in their child's classroom
- Lack of space.
- No one is available to care for the younger children while parents are volunteering their services.
- Fear of being out in the neighborhood at night.
- Language barriers and general unawareness of cultural nuances on the part of both parents and educators.

Parent Support Programs Offered By Particular Schools Throughout the City of Chicago

The Beethoven Project

The Center for Successful Child Development

The Center for Successful Child Development (CSCD) helps families prepare their children for success in school and in later life. A joint project of The Ounce of Prevention Fund and the Chicago Urban League, the program serves the six buildings in Chicago's Robert Taylor Homes public housing complex that are part of Beethoven Elementary School's attendance area. The program operates year-round.

The Center for Successful Child Development has two main goals: First, the center aims to promote healthy growth and development of children from prenatal development through age five. Second, the center furnishes information and support to help parents build on their strengths as individuals and parents.

The center provides various services to parents and children. CSCD has a Drop-In Center, a stimulating environment where children can safely play and do homework, while parents take part in information and support groups to strengthen their abilities to be nurturing mothers and fathers. A Teen-Parent Program gives support to parenting and non-parenting adolescents. There is a Primary Health Care Center which provides routine health monitoring for pregnant women and well-child care for CSCD children through 18 years of age. This service includes immunizations and developmental screenings. Some infant-toddler day care is provided for children whose parents work or go to school. The center also has parent-child advocates who regularly visit homes to help parents cope with stress and provide information on child development.

The success of the Center lies in the fact that it expands rather than duplicates existing child and family services. The CSCD social worker coordinates other agencies' efforts to help families who face a multitude of problems. A Community Advisory Council brings together community members, teachers, health and social service staff members, and local leaders to help address the needs of the community and to design a plan of action.

The Beethoven Project

For more information contact:

Beverly Njuguna
Center for Successful Child Development,
188 W. Randolph,
Suite 2204
Chicago, IL 60601

Phone: 373-8670

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Friends of Davis

Friends of Davis, a parent volunteer program at Davis Elementary School, evolved from a school security program to become a more general parental involvement program. "Friends" began because of one parent's concern about the lack of security at her school.

According to Kathyrn Kurranda, her concern turned to action two years ago, after the fatal shootings of school children in several schools around the country drew national attention to the lack of security in schools. The killings prompted Kathryn to test the security of the Chicago Public Schools. She walked through twenty-seven schools without being stopped or questioned as to why she was in the building. Armed with evidence that there was a security problem, Kathryn was determined to make other parents aware of the problem and the need to do something about it. She spoke about the security situation to 30 to 40 parents a day who were dropping off or picking up their children at school. She also sent out flyers inviting parents to attend the next PTA meeting to discuss this problem and how to correct it. Kathryn also spoke of the problem at a community meeting in which the head of security of the Chicago Public Schools was in attendance. Because of Kathryn's and other parents' vocal concern, a Parents on Patrol group was established at Davis Elementary School. A sign-up list was posted at the school so that parents could sign up for the day and time they could volunteer for the patrol. Within the year, a security monitor was assigned to Davis School.

No longer having a need for Parents on Patrol, the principal met with the volunteers to discuss other ways in which they could be viably involved with the school. It was determined that there was a need for classroom aides, bilingual aides, tutors, library aides, and lunchroom aides. Again, a sign up sheet was posted and parents signed up to assist where they wanted. At present there are 30-40 parent volunteers involved in the school.

Friends of Davis

For more information contact:

Kathryn Kurranda
Davis Elementary School
3014 W. 39th Place
Chicago, IL 60632

Phone: 535-4540

Last year volunteers assisted with a Parent's Tea for parents of new kindergarten students. They also participated in the Open House Night for parents. The purpose of the open house was to have parents come to school to meet the teachers before school began. At the end of the evening, an assembly was held to explain the goals and regulations of the school. At this time, new parent volunteers were recruited. The Friends of Davis also organized a fundraiser to buy much needed VCR's and TV's for the school.

Orientation for Entry Level Parents

Keller Magnet School provides orientation for entry level parents. The goal of these sessions is to start the school year off on a positive note and with parents well informed. The orientation consists of an initial private meeting between the parent, child, and coordinators, and then four group sessions, one each day during the week.

The first orientation period is a private session and it is mandatory that the parents bring their child. At this time the child and parent are taken on a tour of the school, introduced to their teacher and other faculty members, and shown their classroom. During this meeting an explanation of the school's philosophy, background, rules, goals and what the school year will hold for their child is provided. Parents are then asked to fill out all the necessary forms. This first meeting provides parents with the opportunity to become positively involved in their child's school and education, making them feel a part of the program. At this point parents are encouraged to ask any questions they may have about Keller. Questions which need an indepth explanation are noted and are addressed during the week.

Orientation for Entry Level Parents

For more information contact:

Joyce Lanton
Keller Magnet School
3020 W. 108th Street
Chicago, IL 60655

Phone: 881-5136

The first group session, which involves all the parents, focuses on a specific subject the school wishes to prioritize. Questions unanswered during the orientation, and any other points of interes, are brought up at this time.

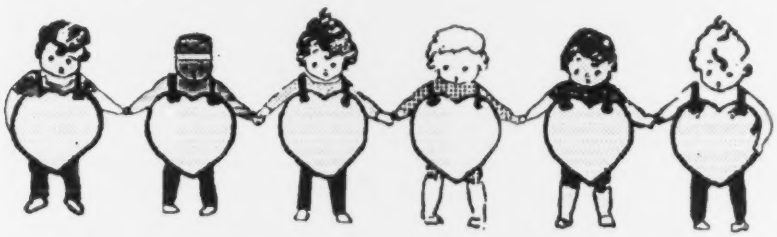
During the second session the teachers introduce themselves and explain how they group the children, what books they will be using, what supplies the children will need, how the child's day is scheduled, how their child will be graded, and how homework will be handled. This gives the parents a picture of what their child's week will look like and what will be expected of the child.

The third session is conducted by the school psychologist and social worker who are present for all the workshops. They discuss the services they provide and address specific concerns that came up throughout the week.

The fourth session includes any other issues that have come up throughout the week and a rap session. Parent volunteers who already have children in the school come in and talk with the

new parents. This session provides the newcomers with a parent's point of view. Staff is usually not included in this session.

Miss Lanton believes this initial positive experience in the school is the key reason they have such a successful turnout of volunteers throughout the year. Twelve to thirteen volunteers usually come to the school each day. This orientation is funded under the heading of Social Center Summer Program by the Board of Education. Each session after the first day usually lasts only an hour or so, and the rest of the morning consists of fun-filled activities that often-times have an educational theme. The participation of parents in the formal session is almost 100%. The rest of the day usually has about half of the parents participating.



The two strategies mentioned most frequently for getting parents to come to meetings in order to get them involved in school were:

Serve food at meetings.

Have children perform and/or recieve awards prior to meetings.

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Parent Effectiveness Program

At Davis Development Center a special teacher is provided through ESEA government funds to coordinate programs to increase parent effectiveness. The teacher focuses on ways to incorporate teaching and learning experiences in the home. She meets with parents once a month to discuss parents' needs and how they can help their child at home. They concentrate on how the parents can reinforce concepts learned in school. Teachers in the school cooperate by sending home newsletters informing parents about what is being taught in school.

In order to assess the needs of the parents, the program coordinators at the school send out a questionnaire with suggested topics and an open ended question asking parents what other topics they would like to see addressed. Meetings are held to help parents become familiar with and use the many government and private resources available. Speakers are recruited to address specific problems and issues.

Two successful activities involving parents are the play library and the kiddie gym. The Play Library gives parents the opportunity to work with the teacher who suggests ideas about what types of toys will help their child develop. The teacher shows the parents what toys they can use (i.e. puzzles) and how they help the child physically and mentally. They offer instructions and explain what is developmentally appropriate for their child and what kind of learning takes place. The teacher introduces the parents to various children's books and explains how they can be used as learning tools. These books are available for the parents to check out as well. The library's goal is to have many toys that are useful in getting children ready for school. Parents also enjoy bringing their children to the Kiddie Gym. The gym teacher schedules a program for parents and children that shows what kind of physical exercises can be done with the children.

James Corcoran offered some successful strategies for getting parents involved. He says that the most effective way to involve parents is by having regularly scheduled monthly meetings, asking parents what they feel are issues that should be addressed and then addressing them, and providing refreshments. Above all, enthusiasm is always a key to any successful program.

Parent Effectiveness Program

For more information contact:

James Corcoran
Davis Developmental Center
9101 S. Jeffery Ave.
Chicago, IL 60617

Phone: 734-1027

Parent Infant Education

Parenting Skills

The Parent Infant Education program at Skinner Classical School, was established in 1972 to help frustrated parents learn how to care for their handicapped children. Through training in calisthenics, parents learn how to help their children reach their full potential. 160 parents meet once a week for an hour with instructors. There are nine teachers available to teach five children. Parents and children work together in the beginning, but later those children who do not need parental assistance are separated from their parents. There are nurses and equipment available for the children. The program continues until the children are three years old. Parent Infant Education is a Special Education ESEA government funded program.

Parent Infant Education

For more information contact:

Edith Pfeiffer
Skinner Classical School
111 S. Throop St.
Chicago, IL 60607

Phone: 890-8472

Parenting Skills

For more information contact:

Darlene Lambert
Lee Elementary School
6448 S. Tripp Ave.
Chicago, IL 60629

Phone: 838-5155

Lee Elementary School has adopted the theme "The Total Child." In support of this theme, the LSC and the PTA sponsored a successful workshop addressing parenting skills. Psychologist Alan Childs led four sessions which emphasized communication skills, self esteem, problem solving. The last session brought parent and children together to discuss their concerns. In conjunction with the parenting skills, teachers were also trained to incorporate into their curriculum social skills and ways to deal with current social issues such as building self-esteem, dealing with peer pressure, and surviving in an environment where drug use is widespread.

Parents as Tutors

The Parent as Tutors Program at Howe Elementary School is the result of a core group of teachers, parents, and the principal coming together and establishing a school-based management team. During their initial meeting they decided to make parental involvement a number one priority.

Howe is a Canal-funded school, and it chose to use some of these funds to invest in parent involvement. Although there was a group of about ten parents who volunteered on a regular basis, the teachers felt a need to expand that number. They invited parents to come to the school and to work in the classrooms so that the parents could discover first hand what the needs were.

Parents as Tutors

For more information contact:

Mrs. Evans Howe
Elementary School
720 N. Lorel Ave.
Chicago, IL 60628

Phone: 854-2660

The school-based management group, with the consent and support of the faculty, developed a system where parents were scheduled into a classroom. According to Mrs. Evans, approximately 92% of the teachers use parent volunteers in their classrooms.

There are anywhere from 10 to 30 parents volunteering on a given day. The coordinator of the program, Ms. Wackrow, is the Intensive Reading Improvement Program teacher. The success of this program is due to the fact that parents are an integral part of the school. They see first hand the needs of the school and are involved in the decision making process.

The volunteer program is so successful during the year that it was expanded to the summer school program where they now have five parents volunteering.

There are 18 classes of reading and math with 16-20 students in each classroom and five volunteers.

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Parent Volunteer Program

The Parent Volunteer Program at Sherwood Elementary School started several years ago with the desire of the principal, teachers, and other staff members to get more parent participation and support. The group planned an open house to get more parents actively involved with the school.

Children brought their parents to school that day and together they participated in the day's academic events. At the end of the day, the core group of volunteers which consisted of selected teachers, the president of the School Improvement Council and the principal, met with the parents to discuss ways parents could be more actively involved with the school.

In addition to the open house, the principal decided that to provide activities for a combined meeting of the PTA, ESEA, and School Improvement Council. Parents were encouraged to take these activities home to do with their children. The LSC helped create more parent involvement by sponsoring a Christmas Bazaar, where parents sold home-made items for which the profits went toward the fifth grade end-of-the-year party.

The efforts of parents, teachers, and the principal have resulted in a substantial increase in parent participation. The principal made a chart listing all the various types of parent involvement programs in the school. All the parents who participated in one or more activities were listed. Stars were placed behind parents name each time they participated. Different color stars were used for different activities. Some of the activities included one-to-one tutoring, bulletin boards, PTA meetings, bazaars, filing children's papers, field trips, office assistance, security, and LSC meetings. One hundred parents participated in one or more activities at least one time. Thirteen parents were given certificates for volunteering fifteen or more times. At the end of the year, six parents were given plaques for participating 25 or more times. Two parents who were there every day were presented with trophies. A buffet dinner was given at the school for all the volunteers.

According to the principal, creating a sense of mutual trust and respect motivates the parents to volunteer. Making parents feel needed encourages them to grow with the school staff.

Parent Volunteer Program

For more information contact:

Shirley Dukes
Sherwood
Elementary School
2450 W. 57th Street
Chicago, IL 60621

Phone: 667-2042

Parent Support Programs Offered By Organizations Throughout the City of Chicago

African American Images

African American Images offers workshops relevant to black progress and a catalogue which offers a variety of tapes and books. Dr Kunjufu, president and educational consultant at African American Images, gives workshops/seminars to teachers, parents, school children, professors, and community organizations.

Foster Park Elementary School contracted with AAI to offer workshops for students which focused on self-esteem. Workshops for parents focused on parenting skills addressing issues such as discipline, spending quality time with children, responsible behavior, and taking responsibility for one's behavior. The principal at Foster Park indicated that between 150 to 200 parents attended the two-session parent workshop, funded by the Joyce Foundation. The entire student body was involved in the workshop for students. While there was no formal evaluation of the workshops, the principal stated that the feedback from the parents and students was very positive. She said that the issues addressed at the workshop were pertinent and challenging to the community.

African American Images

For more information contact:

Dr. Jawanza Kunjufu
African American Images
9204 Commercial Blvd.
Chicago, IL 60617

Phone: 375-9682

SETCLAE, Self-Esteem Through Culture Leads to Academic Excellence, is a particular model curriculum for teachers, students, and parents that African American Images uses. It gives educators, youth workers, and parents an opportunity to teach children about the positive aspects of their cultural heritage.

The goals of SETCLAE are "to improve academic achievement of those students not reaching their fullest potential; to instill in youth self-determination and effort which is the best way to measure academic achievement; to transmit racial pride and enhance the students' self-image; to develop knowledge of culture and history and its significance to contemporary living; and to improve discipline and school atmosphere." SETCLAE provides in-service training for educators and parents in areas such as self-esteem, teacher expectations, school climate, and maximizing academic achievement. SETCLAE provides lesson plans on African and African-American culture and history, and conducts pre- and post-tests to measure changes in participants' self-esteem.

Child Parent Centers Program

The Child Parent Centers Program began in 1967 with four centers. At present, there are 24 centers which enroll approximately 4,000 three, four, and five-year old children. Child-parent centers are funded by the Chicago Board of Education and ESEA Chapter 1. They provide special activities to enable preschool and kindergarten children to accelerate reading readiness and increase academic success.

All centers begin with a two-year preschool program. Classes for preschool and kindergarten pupils average 17 pupils per class. The enrollees are children who reside in eligible ESEA Chapter 1 attendance areas, who are not enrolled in any preschool or kindergarten program, who are evaluated as most in need of the program, and whose parents agree to participate in the program on a regular basis.

Recognizing that the parent is the child's first teacher and that the home environment and the parents' attitudes toward school influence a child's academic success, the child-parent center places a great deal of emphasis on parent involvement. Parents are shown how to help and instruct their children at home. They are also involved in a program that meets their own interests and needs. This program is planned by the parents and carried out under the direction of a parent-resource teacher.

Child Parent Centers Program

For more information contact:

Mrs. Velma F. Thomas, Director
Bureau of Early Childhood Programs
Child Parent Centers Program
1819 W. Pershing Road
Chicago, IL 60609

Phone: 535-8285

Parents are encouraged to participate on a daily basis in parent activities but are required to participate a minimum of two days, (4 half-days) per month. The parent program is composed of four activities. These include child development, personal growth and development, acquisition of techniques that assist in the implementation of the instructional program, and learning and practicing volunteering skills for the classroom.

Successful parent activities that are implemented in most centers include child development workshops; development of instructional materials that can be used in the home to provide reinforcement of skills learned in school, classes to prepare parents for taking the GED examination, consumer education workshops, home management, arts and crafts, health and safety workshops, nutrition workshops, structured visits to class-

rooms, participation in volunteer programs, participation in activities that provide services to the school, and workshops in parliamentary procedures.

Four major factors contribute to the success of the child parent centers: 1) early intervention; 2) parent involvement; 3) program continuity; and 4) a highly individualized language development/basic skills program. Readiness scores obtained at the end of the kindergarten year indicate that 82 percent of the pupils are ready to read and 4 percent of this group scored "high normal" or "superior." These pupils remain consistently at or near expected levels of instruction from first through fourth grade. It is projected that they will continue at a similar rate through the sixth year beyond kindergarten.

Participating Schools:

Cole
Farren/Beasley
Mason
Truth
Delano
Ferguson
Miller
Von Humboldt
Dewey
Herzl
Olive
Wadsworth
Dickens
Hansberry
Overton
Wheatley
Donoghue
Johnson
Parker
Woodson South
Dumas
Joyner

ELLA

Enrichment for Latinas Leading to Advancement

ELLA is a drop-out prevention program for Hispanic females. It is sponsored by Youth Service Project and has been funded by the Department of Labor. The program originally began at Orr High School because of the alarming numbers of girls (38%) who were dropping out.

The drop-out rate for Latino girls in Chicago is very high, and the number of girls who chose to further their education is extremely low as well: less than 5% at Orr High School went on to college or some type of training program.

ELLA provides these girls with tutoring and career counseling. The participants and their parents meet with Hispanic professional women. They talk with the families about their careers, what motivated them to pursue these careers, and what it takes to succeed. They also go on field trips to colleges and businesses to get a better idea of how the working world functions and what college is all about.

The results of Ella are very encouraging. More than 40% of the seniors who participated go on to college, compared with the previous figure of 5%, and the drop-out rate has decreased from 38% to 5%.

ELLA

For more information contact:

Nancy Abbate
Youth Service Project
3942 W. North Ave.
Chicago, IL 60647

Phone: 772-6270

Participating Schools:

Cameron
Nobel
Pablo
Cassell
Brian Piccolo
Nixon

EPIC

Effective Parenting Information for Childen

EPIC is a New York based program developed at the State University College at Buffalo twelve years ago. EPIC began in Chicago in 1989 and is sponsored by the Greater Chicago Council for Prevention of Child Abuse. The schools that participate in the program pay for the manuals, the one-day teacher training, and the two-day facilitator training. Support services are provided at no cost to the school. Optional pre- and post-testing of students is available.

There are three components to the EPIC Program; School, Home and Community:

SCHOOL: A one-day training where teachers are trained to incorporate self-esteem, problem solving and responsible behavior activities into their curriculum. In addition to the teacher training, EPIC will train other members of the staff including bus drivers, aides, clerks, cafeteria workers, and maintenance workers. The focus of the training is communication with students. Teachers receive a manual with age-appropriate activities.

HOME: A two-day training for volunteer parent facilitators. The parents are trained how to lead/facilitate groups, especially workshop sessions for parents. The number of participants varies from 10 to 20. At the end of the facilitator training, a staff member from EPIC does a one-on-one screening interview with each training participant in order to determine whether or not s/he is prepared to be a group leader/ facilitator. According to Helen Reif, on average, a little better than half of the workshop participants are ready to be group leaders/ facilitators. The parent facilitators work in pairs. They are given a manual which contains all the necessary information needed to conduct the parent workshop sessions. There are two manuals, one to lead parents of children in grades PreKindergarten to 6 and the other to lead parents of adolescents.

EPIC

For more information contact:

Helen Reif
Greater Chicago Council for the Prevention of Child Abuse
332 S. Michigan Ave., Suite 1600
Chicago, Il 60604

Phone: 663-3520

Parent Workshop Sessions offer parents the opportunity to discuss ideas and parenting techniques. The sessions are very successful in functioning as a support group where parents discuss effective school involvement, ways parents and teachers can work together, and other parenting concerns. There are six two-hour structured Parent Workshop Sessions. Although the parents may choose from a list of topics in the Parent manual, it is expected that the first session and one other session deal with Parenting Styles and Self-

Esteem. Some of the other topics in the list include: Single Parenting, Listening and Responding to Children, Setting Structure and Limits, and Peer Groups and Teen Friendships.

Some successful strategies used by EPIC to involve parents include: 1) encouragement from the principal and teachers; 2) involving the parents who are active in the LSC, PTA or who volunteer in other ways at the school; 3) putting up posters in the school; and 4) sending flyers home with the students; and 5) classroom contests for the class with the most parents attending. It should also be noted that those who took the facilitators' workshop and were not chosen to facilitate were invited and encouraged to participate in the Parent Workshop Sessions. According to Helen Reif, watching others lead a group often helps some of those not chosen become prepared to go on and become facilitators.

Participating schools:

Cooper
Moos
Field
O'Keefe
Kanoon
Von Humboldt

COMMUNITY: EPIC networks with community agencies and churches, using them as referral resources weaving people and services into a unified and committed network. EPIC believes that the school, home, and community are the major influences in a child's life, and are all areas which need to be addressed. The teacher-training encourages the implementation of a curriculum which incorporates sequential parenting skills and group activities in all subjects. Its goal is to improve self-concept/self-esteem; to develop responsible behavior; and to improve problem-solving and decision-making skills. The parent facilitators workshop provides parents with leadership training. The goals of the Parent Workshops Sessions include: improving family interactions; improving problem solving; encouraging the child's development and individuality; and developing and improving parents' confidence.

Family Math Project

The Family Math Project is a program developed by the Lawrence Hall of Science and the University of California, Berkeley, which encourages children and their parents to do math together.

The program emphasizes nontraditional career role models, the understanding of mathematical principles, the development of problem solving skills, and the development of good strategies for approaching problems and for understanding abstract concepts. The classes are four to six weeks long. They use a hands-on approach which involves talking, questioning, drawing, and model building. Family Math workshops can be led by teachers, parents, teacher aids, or community people.

The University of Michigan's Programs for Educational Opportunities offers a two to three day training session. These sessions can be held at a local school, church, community center, or other community gathering place. Programs for Educational Opportunities is not the originator of the of Family Math Project, but the department does provide workshops and technical assistance to train and implement the Family Math Project to educational groups and parents. Programs for Educational Opportunities has worked with thousands of parents who now have concrete ways to help their children with math.

The FAMILY MATH book, which offers over 200 pages of activities for families to enjoy, can be ordered by mail from: The Lawarence Hall of Science, University of CA, Berkeley, CA 94720, or through educational suppliers, and local bookstores. FAMILY MATH is available in Spanish and eight other languages.

Family Math Project

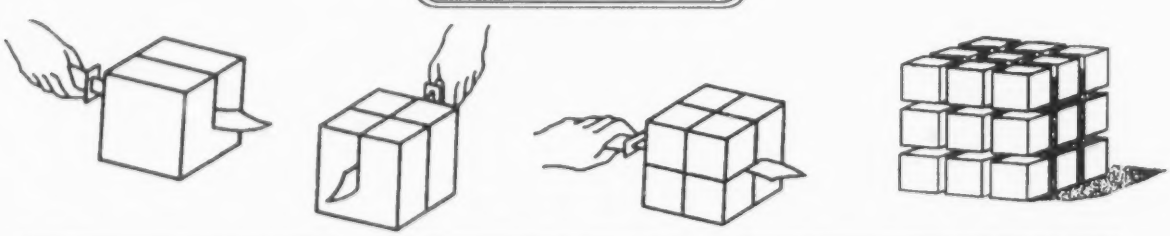
For more information contact:

Eleanor Linn
Associate Director
Programs for Educational Opportunities
U of Michigan
1033 School of Education Building
Ann Arbor, MI 48109

Phone (313) 763-9910

Participating Schools:

Barton
Marquette
Beethoven
McCormick



Family Study Institute

The Family Study Institute, developed by Academic Development Institute, helps parents set up a home environment which encourages learning and academic achievement through task-oriented habit-forming skills. In its sixth year, the Institute has worked with 90 schools in Chicago. In 1990, a study done for the U.S. Department of Education cited FSI as one of the seven most exemplary family education programs in the country.

FSI offers two courses: "Reading at Home" and "Studying at Home." Both courses assist parents in helping their children establish solid habits of studying, reading, and learning. The "Studying at Home" course teaches parents how to establish an environment which emphasizes regular and quiet study time, parents' value of learning, and positive interaction between parent and child. In the "Reading at Home" course parents learn practical skills to help their children develop verbal skills and the habit of reading.

Each course lasts three weeks with parents meeting for one ninety-minute session each week. The FSI format is set up in rounds so that 20 parents attend each round of the course. The Leadership Team, consisting of one teacher and three parents, receives training to implement the course. Following FSI's parent-teaching-parent method, these three parents act as group leaders. In addition, bilingual material is provided when needed.

Elva Acosta, a parent and group leader for both courses at Nobel, believes the reason for FSI's success is that parents feel comfortable, not intimidated, with the course. All parents learn, despite language barriers or inability to read well, skills to use at home that support their children's education. She says the skills learned are easy to do and make a big difference. Daily use of them will help children and parents immensely. She also thinks that hosting FSI is a great way for parents to get to know one another and the school. Over 70 parents have participated in both courses at Nobel.

With the initial purchase of an FSI course, the school recieves a Start Up Kit containing orientation materials for the principal and faculty. The school also recieves a Group Leader Kit containing materials to train group leaders for each round. Funding sources include Chapter 1, State Chapter 1, discretionary funds, fund-raisers, and special grants.

Family Study Institute

For more information contact:
Catherine Inserra
Family Study Institute
1603 S. Michigan, Suite 402
Chicago, IL 60616
Phone: 427-1692

Some Participating Schools:

Audubon
Hanson Park
McCutcheon
Hope Academy
Gale Academy
Bell
Pierce
Pilsen
Hayt
Corkery
Johnson

Project FLAME

Family Literacy: Aprendiendo, Mejorando, Educando

FLAME is a program which organizes, coordinates, and presents literacy classes to parents of preschool children. The program teaches them the skills they need in order to work more effectively with their children in the development of cognitive skills required of their children to succeed in school.

Children participate in the program with their parents, which allows opportunities to practice the skills taught. The literacy training meets every two weeks and classes are usually held in the schools. The program includes a workshop to train parents to choose books for their children and provides opportunities for them to purchase books. English as a Second Language classes for families participating in the literacy component are also offered twice a week in the schools.

The program objectives are to increase the ability of Hispanic parents to provide for the literacy needs of their children; to increase parents' ability to act as literacy models for their children; to offer parents the skills needed to provide the best home literacy teaching possible; and to help parents and schools build a closer relationship so there will be more continuity in the children's literacy experience. As a result of participating in the program, it is expected that parents will be better able to assist with their children's reading and they will develop more confidence in their own literacy sharing efforts. This two year old program is funded by the Title VII Bilingual Education Act.

Project FLAME

For more information contact:

Dr. Flora Rodriquez Brown
or
Dr. Timothy Shanahan
University of Illinois,
College of Education
(M/C 147)
1040 W. Harrison,
Box 4348
Chicago, IL 60680

Phone: 996-3013

Participating Schools:

Perrez
Jungman
Whittier

HIPPY

Home Instruction Program for Preschool Youngsters

HIPPY was developed in Israel by the National Council of Jewish Women's Research Institute for Innovation in Education in 1969. HIPPY has been implemented in six countries. In Illinois, Child Serv has helped implement the program in participating public schools.

HIPPY is a home-based two year program for parents and preschool children ages 4 and 5. It is a "cost effective early intervention program for educationally at-risk children." Parents of at-risk children are identified and recruited into the program. HIPPY presently operates in North Lawndale and Humboldt Park.

The program addresses three important needs: increase the readiness of preschool children for classroom instruction, involve parents directly in their children's education, and empower parents to work toward improving the educational system. The focus is on helping parents develop their skills and capabilities as their child's "primary teacher," increase their interaction with the school, and further motivate them to seek educational advancement themselves.

Parents and children work together in their homes for two years. Support and training for the parents are provided by paraprofessionals. They are selected from the initial pool of parents from the community who are interested in the program. These parents are then trained by a professional coordinator who provides on-going training and supervision throughout the two years.

Twice a month, the parents get together with the paraprofessional to review goals, share experiences, and learn about neighborhood resources. The paraprofessionals bring storybooks and activities to the homes every other week. The materials are designed so that parents with little or no formal education will be able to use them.

Doloris Thornton, originally a HIPPY parent and now a paraprofessional, reports that the program not only benefits the children, but also the parents.

HIPPY

For more information contact:

Betty Green
CHILD SERV
1580 N. Northwest Hwy., Suite 111
Park Ridge, IL
600688-1456

Phone :
694-2727
or
(708) 298-1500

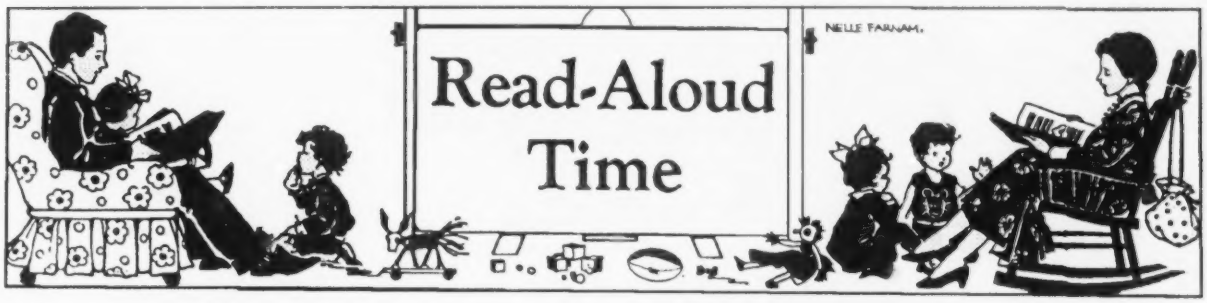
Many of the parents involved in HIPPY now have the confidence to go back to school and continue their own education. Thornton also believes that the over 60 parents served in the Lawndale area feel good about themselves because they feel they can really help their children succeed in school, something many felt they couldn't have done before HIPPY.

According to the literature provided by Child Serv, the success of the program has been evaluated by a longitudinal study which found improvement in academic achievement and adjustment to school, an increased rate of school completion, and a reduced incidence of retention.

A recent evaluation of the HIPPY Program in Arkansas found that the number of children needing remedial help decreased from 55% to 5% during the two years of HIPPY participation.

HIPPY
Participating Schools:

Casals
Penn
Yates
Ward
Von Humboldt
Mason
Moos/Rocha Center



Encouraging family reading programs and adult/parent literacy programs helps children get ahead in school.

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Chicago Region PTA

The Chicago Region PTA was authorized by the 1946 convention of the Illinois PTA because of the size of the city, the number of children involved, and the overwhelming needs and problems of the Chicago schools. The Chicago Region PTA is a city-wide organization whose mission is to provide for the educational, health, and welfare needs of all children and youth. All PTA units in Chicago may be members of the Chicago Region PTA.

The Chicago Region PTA works for an Action Platform which supports the national, state, and local PTA. The Action Platform is created by assembly action every two years. The Chicago Region PTA's present platform includes financing public education; giving every child in Chicago an opportunity to be educated to his/her maximum capacity, which includes supporting programs for parent education and training and parenting skills for pre-school parents; strengthening faculty and staff to provide quality services; clarifying the responsibility for educational decision making; and improving the urban community, which includes family planning guidance. The Chicago Region PTA offers workshops on school reform, early childhood parental involvement, parents rights and responsibilities, and many other issues related to education.

Chicago Region PTA

For more information contact:

Judy Budde, Chicago Region PTA
53 W. Jackson,
Suite 1522
Chicago, IL 60604

Phone: 786-1476

The Chicago Region PTA offers workshops and has speakers available for meetings of local PTA's and other groups. The workshops and sessions include parent involvement, needs assessment for a three year improvement plan, bylaws, leadership, parliamentary procedure, effective schools, lump sum budgeting, LSC powers and duties, overview of S.B. 1840, principal evaluation, principal contract, and team building. The workshops are free and open to anyone who wants to attend.

The Chicago Region PTA works closely with the departments of education, home and community, and legislation. Specific topics the PTA address include cultural arts, health, mental health, human relations, juvenile protection, parent education, reading, safety, school budget and finance, and special education.

MAC

Mathematics Applications in Chicago

The MAC Project is a scientific literacy program. It is the result of a proposal developed in the Chicago Public Schools' Bureau of Mathematics, Department of Curriculum. MAC is funded by the Illinois State Board of Education. The project's goal is to use students, teachers, parents, university professors, and representatives of the business community to develop real-life applications for the arithmetic program of the Chicago Public Schools.

This is the project's first year, and there are currently 11 elementary schools participating. Each participating school forms a local school team. The teams include one resource teacher, six students, and one parent. Each member works one hour per day, two days each week. The teams are involved in mathematics item writing projects. Each team creates a scenario and comes up with problems to solve. These are then assessed for grade level placement. The goal is to develop usable problems for grade levels 3-8 that cover all seven areas of learning. The MAC team participants meet and work at Kennedy King College. Dr. Easter Wright and Mr. Ralph Rutherford are consultants for the project.

MAC

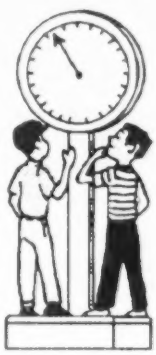
For more information contact:

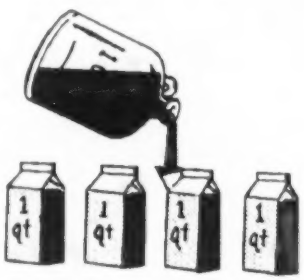
Dr. Dorothy Strong,
Director or
Mr. Rutherford,
Coordinator
Chicago Board of Ed.
1819 W. Pershing Road
Chicago, IL 60609

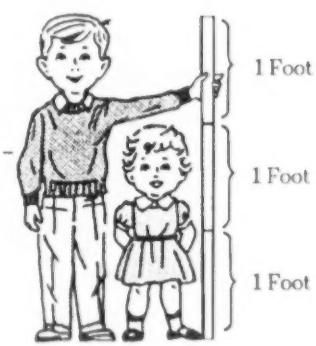
Phone: 535-8000

Participating Schools:

Hanson Park
Cook
Burroughs
Gallistel Language Acad.
Healy
Greeley
Lawndale Academy
Emmet
Curtis
Thorp Scholastic Acad.
Foster Park Elem.







Schoolhouse Volunteers Program

The Chicago Public Schools has always had volunteers. However, in 1983 a program entitled "Schoolhouse Volunteers" was established. It is funded through the Chicago Board of Education and is under the management of the Bureau of Volunteer Programs. Schoolhouse Volunteers is open to all Chicago Public Schools. There are presently 367 schools participating, with 14,000 volunteers.

The Bureau of Volunteer Programs basically provides leadership to the school in organizing and coordinating volunteers by: sending out volunteer application forms upon request; providing a free T.B. test to the volunteers; and sending a handbook to the school. The handbook outlines the structure and responsibilities of the team. The team consists of the school principal, a volunteer resource person and a volunteer liaison person. The team's responsibilities include orienting the faculty, recruiting, interviewing, orienting, assigning, assisting, training, and monitoring volunteers at the local school level; serving as liaison between the local school and the Bureau of Volunteers Programs; attending meetings and workshops that the Bureau of Volunteers sponsors; assisting with collection of program information; and providing on-going recognition and appreciation activities for volunteers.

Schoolhouse Volunteers Program

For more information contact:

Frances B. Holliday
Chicago Public Schools
1819 W. Pershing Road
Chicago, IL 60609

Phone: 535-8435

The overreaching goal of the Bureau of Volunteers is to increase public involvement in the schools through voluntary service to the students, which provides students with additional opportunities for success in school. Besides the Schoolhouse Volunteers Program, the Bureau of Volunteers has a Homework Hotline (321-3100) program where volunteers help students with homework assignments. Saturday Scholars is a tutoring program available to children in grades four through six. Sailors from Great Lakes Naval Training Center volunteer on Saturday mornings at local schools to tutor students. Treasure Hunters volunteers offer a summer reading tutorial program at local libraries for students in grades four through six.

Biracial Family Network

The Biracial Family Network, which started in Hyde Park in 1980, offers interracial couples, biracial adults, or anyone who is interracially involved, either through friendship, marriage or adoption of a child of another race, a social support network.

The program originally started with six mothers of biracial children. The purpose was to talk about their unique concerns and conditions that affect them in their daily lives. There are now 62 active families and three offshoots of the network in nearby communities. They offer support groups for women, child care, and Saturday morning programs. In addition, The Biracial Family Network offers a discussion group, conferences with guest speakers, socials, a telephone network, a newsletter, and a bibliography for more information. This organization is funded through its members.

Biracial Family Network

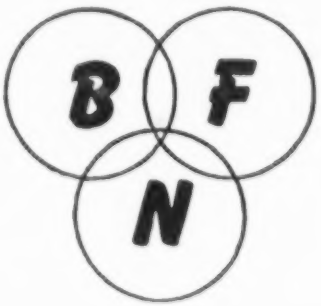
For more information contact:

Biracial Family
Network
P.O Box 489
Chicago, IL 60653-3644

Phone: 288-3644

"There was a person who made a circle to keep me out so I made a circle to include us both."

Tribal Rhymes



Cultural Linguistic Approach to Education

The Cultural Linguistic Approach to Education (CLA) was designed in 1969 by Northeastern Illinois University's Center for Inner City Studies. CLA provides training for parents to become instructional volunteers in the classroom. They are then able to aid the classroom teacher with their daily lessons.

The parent involvement model is a one year training program which offers parents the opportunity to work with children in the classroom. Parents participate in the parent peer tutor program, a one-on-one tutoring project with parents and students, as well as conducting small group activities. Parents are trained as instructional volunteers who provide classroom services under the supervision of the regular teacher. The program also trains parents to be classroom specialists after they have been in the program for some time. Schools may choose children who need any type of academic assistance, from remedial to biligual, or even gifted to participate in the project. The objective of the Parent Involvement Model is to increase parents' skills and confidence in their ability to create hands-on learning activities and creative crafts that can be used in the instructional setting.

Schools contract CLA to train the parents, and parents receive the training free of charge. Once the parents become volunteers in the school they are usually paid a stipend with money from school's Chapter One funds or through private grant funds received by the school.

Mrs. Turner, the CLA parent coordinator at Fuller Elementary School, has been using this program for twenty years. She has found that parents really enjoy helping their children. She remarked that many of the parents were very motivated by the program.

Cultural Linguistic Approach

For more information contact:

Naomi Millender
Northeastern Illinois University
3901 N. Ridgeway Ave
Chicago, IL 60618

Phone: 478-2506

Participating Schools:

Columbus
Goodlow
Wright
Fuller
Howe

Los Niños Bien Educados Program

The Los Niños program focuses on parental and family functions that are specific to Spanish-speaking and Hispanic-origin families. The program offers 12 three-hour sessions which identify and develop effective parenting skills while incorporating English as a Second Language into the program. The program emphasizes child development and relevant cultural issues.

Los Niños Bien Educados was developed by California's Center for the Improvement of Child Caring (CICC) by Dr. Kirby Alvy and is built around the idea of raising children to be "bien educado," literally "well-educated." This Spanish phrase means well-behaved in a social and personal sense, not merely in an academic sense.

This skill-building parenting program addresses and is sensitive to Hispanic culture,values and experiences. Information about basic child development and age appropriate behavior is given to the participants, and the program also deals specifically with the differences between the American culture and the Hispanic culture. These differences are discussed openly and honestly. They are not told what to do; they are provided with options.

The parents receive a lot of support from one another which creates a very positive atmosphere. The curriculum and classes are in English and Spanish.

The Prevention Resource Center is one of the groups which has sponsored this program here in Chicago. It trains trainers, and holds meetings semi-monthly to reinforce skills and address new issues.

Los Niños Bien Educados Program

For more information contact:

Clemencia Byots
Prevention Resource Center
407 S. Dearborn,
11th floor
Chicago, IL 60605

Phone: 663-3737

OR

Dr. Kirby Alvy
CICC
11331 Ventural Blvd.
Suite 103
Studio City. CA
91604

(818) 980-0903

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Parents as Partners/ Padres Como Companeros Escolares Program

Association House of Chicago offers the Parents As Partners/Padres como Compañeros Escolares Program to local schools to provide them with qualified teaching assistance and community support. Parents As Partners is an educational model developed by the National Council of La Raza. It is funded through a grant from AT&T. At present, Parents as Partners operates in two Chicago elementary schools, Burr and Peabody, both of which are located in the West Town Community.

Parents as Partners helps Hispanic and low income parents take a more active role in the education of their children. Through hands-on workshops and presentations, parents learn to develop their skills as primary teachers of their children; provide a home environment that supports learning; work effectively with school personnel; and develop personal, school and community leadership skills. A great deal of discussion time is built into the structure of the program. At the program sessions, games and learning activities are provided for use in the home. The materials and presentations are given in both English and Spanish.

At the beginning of the school year, the coordinator of Parents as Partners contacted the principals from Burr and Peabody. She then met with the principals, a school counselor or designated teacher and a parent representative from each school to discuss the program. The two schools recruited parents for Parents As Partners at parent meetings. At these meetings, the coordinator of Parents As Partners explained the program and program schedule to the parents.

Program sessions were held twice a month during the entire school year. The sessions were put on the school calendar so that the parents knew the date they were being held.

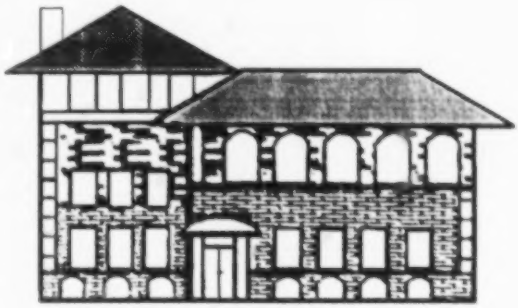
Parents as Partners/ Padres Como Companeros Escolares Program

For more information contact:
Teresa Garcia
Parents As Partners
Association House of Chicago
2150 W. North Ave.
Chicago, Il. 60647

Phone:
276-0084 Ext. 244

Participating Schools:
Burr
Peabody

Twenty parents from each school participated in the program sessions on a regular basis. However, many parents from both schools came to special sessions such as "What To Expect From Your Child's Report Card," and "Keeping Your Child Safe From Gangs."



Association House of Chicago

At the end of the year, there was an informal evaluation of Parents as Partners. The parents were asked to comment on what aspects of the program worked for them and how they would improve the program. The parents were also asked how they could take on more of a leadership role in the program. They said that they were motivated to continue the program because the discussions and practical games helped them to develop more self-confidence. Parents also found that the sessions provided a source of mutual support.

SchoolTech Services

SchoolTech Services was formally established in 1989. This educational collective was a result of fifteen years of community involvement in education by individuals experienced with institution building and by academic scholars. SchoolTech Services provides consulting from an Afrocentric perspective, creates strategies for parent empowerment in school policy, and enables students to work for academic success. The collective focuses on the home as the basis for educational change.

SchoolTech Services offers a twelve session training program for parents and community members. The course, "Parents as Effective Educators and School Policy Makers," is funded by the MacArthur foundation and designed to empower parents and offer them ways to participate in the educational decision-making process. Small group activities allow participants to gain information and skills for problem-solving. The course encourages participants to learn how to look for and ensure equity of educational opportunity for students; to recognize underlying cultural biases in school curricula and textbooks and to understand ways to replace them with culturally affirming concepts; to understand the opinions of leading policy analysts on the subject of education reforms; to recognize the aspirations and interests of the community and how to utilize these as principles for sustained community action; to use literature on effective schools, principals and teachers; and to gain confidence in parents' abilities to participate in the educational process.

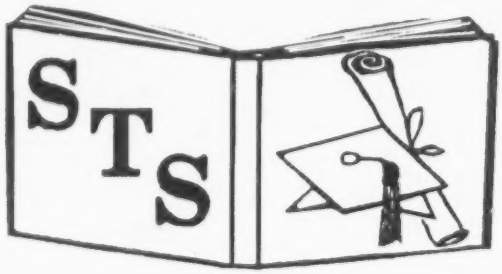
School Tech Services

For more information contact:

Harold Charles
School Tech Services
P.O. Box 0457
Chicago, IL 60619

Phone: 568-1243

SchoolTech Services will furnish resource personnel for workshops, lectures, seminars and in-service training to schools or other interested groups.



Triple P

Participating Parents for Progress

Dr. Trevor Gardner, an internationally recognized authority on increasing parent involvement in schools, has designed and developed this program based on his own experience as a teacher, principal, college professor, researcher, school board chairman and parent over the past twenty-four years.

Triple P is an organized and effective series of four interactive participatory parent training seminars designed to teach parents the skills they need in order to become effectively involved in the school lives of their children. Evaluations are done after each session, and comments have been very positive. The program provides the skills that enable parents to engage in a successful partnership with teachers and schools to help in the education of children. The training is an extension of parents' love and care, with a clear understanding of rights, responsibilities, limits, expectations, and motivations of parent and child. Teachers feel confident that the objectives, design, and content of the Triple P program will bring them together in productive partnership with parents.

Triple P
Participating
Parents for Progress

For more information contact:

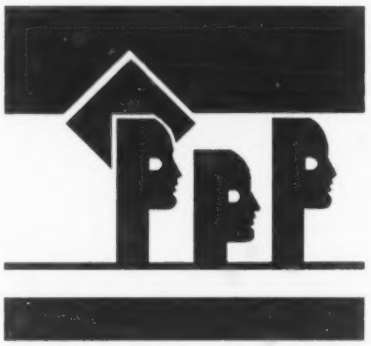
Rita Ringer
325 N. Center Street,
Suite C
Northville, MI
48167

Phone:
(313)-344-8040

Participating Schools:

Drummond
Peabody

This program is widely used throughout Michigan, and in Madison, Milwaukee, Kenosha, and Racine, Wisconsin. Addie Pattaway, an education consultant for the Department of Public Instruction in Wisconsin, has been promoting this program since 1986, saying it "reduces behavior problems, increases academic achievement and establishes positive parent/teacher communication. It Works!"



Needs Assessment Development and Evaluation

NADE Education Resources conducts a series of training sessions and enrichment activities that enable parents and educators to attain specific competencies and to generate positive influences that will enhance the education environment of their school. The goal of these sessions is to develop a strong, positive relationship between the school and parents, and to address the specific needs of the community.

The following services are provided:

1. Needs assessment to determine specific needs.

2. Diagnosis (identifies needs to be addressed) and Prescription (providing goals and a plan of action).

3. Training sessions addressing identified needs

4. Teacher workshops based on needs.

5. Attendance at Council Meetings--providing opportunities for councilation.

6. Field experiences to familiarize parents with educational resources.

Needs Assessment Development and Evaluation

For more information contact:

Novell Carter
NADE
134 W. Lake Street
Addison, IL 60101

Participating Schools:

Armstrong
Ross
Ellington

7. Year-end evaluation to determine what goals were achieved and to provide recommendations for the upcoming year.

Novell Carter, director of NADE, believes the success of this program is based on the fact that parents, teachers, and principals are all an integral part of the program and process. The consistency of having a professional working with parents and staff throughout the year also makes it possible to really commit to the improvement of the school.

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Comments are welcome:

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